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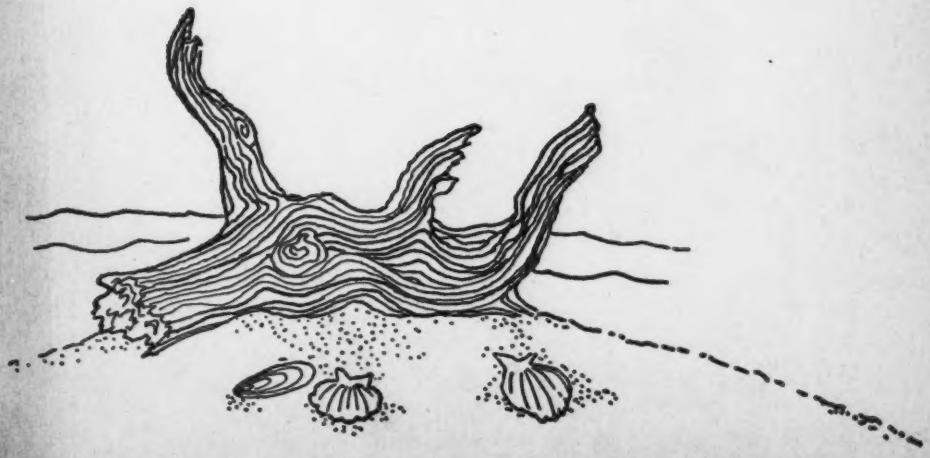
STATE LIBRARY

# BULLETIN

## SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

VOLUME 28, NUMBER 3

MARCH, 1957



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# BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION  
OF CALIFORNIA

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March, 1957

Volume 28, No. 3

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The Bulletin of the School Library Association is published quarterly, in November, January, March and May by the Association, at 1646 South Olive Street, Los Angeles 15, California.

Subscription rates: \$1.75 a year to non-members. Single copies, 50 cents. Membership dues are \$2.50 of which \$1.00 is for a subscription to the Bulletin.

Views expressed in this publication are not necessarily endorsed by the Association.

Re-entered as second class matter at the Post Office at Los Angeles, California.

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## MEETINGS AND EVENTS FOR 1957

### NORTHERN SECTION

Date: March 30, 1957  
Place: Stanford University, Palo Alto  
Topic: SLANC Conference SLAC, Northern Section Business Meeting

Date: May 18, 1957  
Place: Sacramento  
Topic: Business Meeting, Luncheon and Program

### SOUTHERN SECTION

#### BOOK BREAKFASTS

Chairman: Marjorie Schramling  
Place: CTA Headquarters  
1125 W. Sixth Street, Los Angeles  
Time: 9:30 a.m.  
Dates: April 6, 1957  
Program: Book reviews of the latest and most significant books for all ages.

#### SPRING MEETING

Date: May 11, 1957  
Place: Disneyland  
Time: 10:00 a.m.—Business Meeting

There will be a luncheon following the business meeting, with a speaker or speakers. Enjoy it all in the Disneyland atmosphere. More details later to Southern Section members.

## AN INVITATION TO JOIN THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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# The Seventh Flute

By Dorothy Donahoe,  
California Assemblywoman and

*(This is a condensed version of the talk Miss Donahoe gave November 10, 1956 on the occasion of the banquet which was a part of the Annual Meeting of the School Library Association of California, held at Bakersfield, November 9-11, 1956.*

There is a story told about the conductor Walter Damrosch, who once stopped his orchestra when everything was apparently going along smoothly and asked "Where is the Seventh Flute? Where is the Seventh Flute?" The conductor didn't ask for the first flute, or the end, but the *seventh*. Even the seventh flute had an important place in creating the harmony the leader desired. Just so each of us has an important place to fill and a job to do that will be left undone unless we do it. Too many people have not accepted their responsibilities, have not been willing to accept less than top billing, and have been impatient far too often. This has thrown our timing off so that we do not produce the right note at the right time. We must, therefore, think of our responsibilities as citizens. It has been said that only 10 per cent of the people think, 5 per cent think they think, and 85 per cent would rather die than think.

We have just experienced and survived another national, state, and local election. Despite defeats neither party is the worse for the experience (with the exception of temporary fatigue and exhaustion). The party system is an essential part of the genius of American democracy. Here the defeated are not vanquished or liquidated, and our government endures.

America is a great multitude of common and ordinary people on a pilgrimage, filled with such a hope as never caught the imaginations and the hearts

of any nation on earth before — the hope of liberty, the hope of justice, the hope of a land in which a man can stand straight without fear and without rancor, the hope of a land of freedom. Each of us must be a trustee of our traditions, our heritage, our liberty. Far too many Americans have been content to be 100 per cent Americans and 10 per cent citizens. Freedom has its price, and it is NOT free. The down payment on it was made in 1776; the interest on this principal must be paid by each succeeding generation. Our Declaration of Independence did not spring full-born into history. It came out of long and bitter debate behind closed doors of the Continental Congress in Philadelphia. The basic premise on which it rests is that men are "endowed by their Creator with certain unalienable rights." This means that the source of these rights of man is God, not government. Therein lies the basic difference between *democratic* and *totalitarian* governments. History records the passage of thirty-five million laws since the beginning of time, yet none have equalled or surpassed the Ten Commandments.

Thomas Carlyle once said: "All that mankind has done, thought, gained, or been — it is lying in magic preservation in the pages of books." The value of these books, available to us freely in public schools through the twelfth grade, is not fully known or appreciated by those not directly connected with their functioning. In the tenth century the Countess of Anjou gave two hundred sheep, a load of wheat, a load of rye, and a load of millet, with several skins of costly fur, for a single book written in longhand. Printing transformed the world, enabling millions of men, women, and children to borrow freely from tax-supported libraries or to personally own books at low prices. Here within the pages of books the voice of liberty rings down through all the ages

to be heard by the faithful; it came from the sea and caves of prehistoric man, it built the free cities of Greece and the law that was Rome, it gathered the wisdom of China, it shivered and prayed at Valley Forge, it stood at Gettysburg and whispered over the graves and the Union lived, government of the people, by the people, and for the people.

Now there are three questions which each of us must answer: (1) Why are people afraid of politics, (2) Why have those in the field of education, particularly shied away from identification with the party of their choice, and (3) Why do people in business continue to say: "I can't be involved in politics because I am in business"? If politics are less than the "art and science of government" as Mr. Webster says, if the politician is less than he should be, and if there are "smoke-filled rooms" what are you doing about it?

Education in California is costing forty cents of each tax dollar, and educational needs are not being met. The tremendous population growth is even greater than the national increase—we are assimilating 40,000 people a month, or a city the size of Palo Alto, and these people bring with them all the problems of people; they do not leave them at home, and these problems are varied and costly, and place terrific competition upon the tax dollar.

The budget under which we are now operating is \$1,736,112,983.00 or almost \$5,000,000 per day — two-thirds in fixed charges, with education and highways the two largest categories. In this competition for the tax dollar we find: 39.5 per cent for education, 24.6 per cent for highways, 11.7 per cent for social welfare and health, and 9.2 per cent for mental health and corrections. The remaining 15 per cent of the tax dollar is divided between conservation of natural resources, fiscal costs, and miscellaneous items. Some important facts include the following: (1) We are a state on wheels, automobiles which would reach seven times cross-country make freeways cost \$10,000,000 per

mile, (2) We have over 50,000 in mental hospitals and over 15,000 in prisons, (3) In the mental hospital population, this is a 52 per cent increase in the past ten years, (4) There are 5,000 more in private hospitals and 4,000 in neuropsychiatric hospitals of the Veterans Administration, (5) There are over 8,000 mentally deficient children in our three state hospitals with a long waiting list, (6) One new patient enters a mental hospital in California every thirty-six minutes, and (7) Prisons are over 15 per cent overcrowded, and still there are gaps. I hope this gives a view of the impact of the pressures and competition for the tax dollar. You can see that it is urgent for education to justify expenditures on the local level. Any segment of government that spends forty cents of the tax dollar is vulnerable to attack; we must keep our house in order. In this connection, it is interesting to know that for every sixty-five dollars spent for liquor and every twenty-seven dollars spent for tobacco only two dollars is spent for education. Oscar Wilde spoke truly when he said that "a cynic is one who knows the price of everything and the value of nothing."

The two great non-controversial needs of the state that must be met immediately without jeopardizing other needs are water and education. Additional sources of revenue must be found to finance these two tremendous items. It is not inconceivable to me that the tidelands money from off-shore drilling could be used (or earmarked) specifically for a state water system and an adequately financed educational system. If, however, this money goes to the general fund to balance the budget, our problems of water and education, both acute and immediate, will still be before us; once this money goes into a general fund, and is unallocated by legislative action, it will be dissipated in such a manner that special interests, groups, or sections of the state could and would consume a disproportionate share.

In the REPORT ON HIGHER EDU-

CATION, one of the controversial recommendations was that over a period of ten years no new State College or University could be established, and that the existing ones be expanded, with more Junior Colleges in areas where they were needed; this means additional financial burdens to local school districts and a decrease in the number of freshmen and sophomores attending the state colleges or universities. Several bills to bring the community college the social and economic status it deserves will be introduced in the 1957 legislative session. The best way to summarize our tremendous educational needs in California alone is by these statements: (1) there will be one and one-half times more children in our schools in 1965 than there are today, (2) within the next ten years, there will be half again as many elementary pupils, twice as many high school students and a doubling of enrollments in state colleges and the state university, and (3) 45,000 classrooms will be needed by 1965—that is a 12-room schoolhouse every single day including Sundays and holidays for ten years. And there are still large gaps in our total concept of education such as the proper education for the gifted, sheltered workshops and the care of the emotionally disturbed child. The next time you hear criticism that is not constructive to furthering our educational needs, remind the critics of the true meaning and value of education. Ask them to recall the long, dark centuries when the masses were kept in ignorance; remind them that education is an investment in free citizens, an investment in human talent, an investment in human relationships, an investment in democracy and peace. We must "sell" education to the public and to their elected officials.

Having pointed out, and I hope, established your need to understand and be articulate in the art and science of government, you must establish a working relationship with your legislature and legislators. It is not enough to write or wire your elected representa-

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tives in time of dire need. The liaison must have already been established, your needs made known on the HOME BASE—not in Sacramento or Washington. The 1957 legislative sessions are close upon us. You need to know your stalwart friends, your "possible" or "potential" friends, and who and how many will close their ears to your needs. The passage of a legislative bill is not an accident. Every move is calculated and timed, and much ground work is necessary. Not the slightest detail can be left to chance. Just including the item of a "school library consultant" in a budget is not enough; you must see that it stays there for, unfortunately, many items in a budget are expendable.

As a vivid example of timing and techniques used, let me cite to you the infamous so-called "book burning" bill that appeared not once but TWICE during the last legislative session, where it was stopped twice in the assembly Education Committee. A few religious and patriotic groups were led to believe that censure by a select committee from "on high" should protect the morals of youth as far as books they have available for reading are concerned. Mass hysteria and pseudo patriotism were carefully planned, with two bus loads of citizens swarming to the hearings where legislators were literally collared, harassed and even threatened. Those who stood firm on the principle of freedom and the fact that it is rightfully the responsibility of the board of trustees at the present time to determine what books are available were given an ultimatum to change their vote "or else." The "or else" proved to be the sending of thousands of pieces of literature throughout our districts calling for our rejection at the next election.

Let's not fool ourselves; these groups are articulate, active, highly educated insofar as attendance at colleges and universities are concerned, and determined to succeed in this mission to which they believe they are called. To go on: as a last ditch stand, the bill was called out of committee with a forty-one vote, according to regulations. However, in order to vote upon the bill a three-day notice had to be given of its withdrawal unless the Constitution was suspended, and to suspend the Constitution you must have fifty-four and *not* forty-one votes. This was the "Achilles heel" as they could not wait three days because we had to adjourn within forty-eight hours. While they did have forty-one votes, they did not have the necessary fifty-four votes so the bill remained suspended somewhere between committee and floor. Incidentally, we are reliably informed that there will be a return engagement this coming legislative session.

As librarians, educators, parents, and citizens you have an important part to play in the political structure in which you were born. Don't be a "silent partner" but rather join in articulating your needs, just as the orchestra under the able leadership of Mr. Damrosch gets a response to his question: "Where is the Seventh Flute?" I can pledge my constant support in whatever assistance I may be able to render because I, as you, believe in these young people, and we all believe as we are told in Galatians, that "Whatso a man soweth, that shall he also reap." I know, as do all people interested in education that good grain can come only from cultivated earth, and that truly

In the soul of a seed  
Is the Hope of the sod  
In the heart of a child  
Is the Kingdom of God.

## Reasons for Proposed Increase in SLAC Membership Dues

By Robert E. Muller  
Treasurer, SLAC

1. At the last meeting of the SLAC Executive Board the overall financial structure of the Association underwent careful study in the process of preparing the annual budget. One fact becomes quite obvious, i.e. that the Association cannot carry out its activities without a substantial increase in income.
2. For the past several years income from the publication of the BULLETIN has been carrying the activities of the Association, and at the present BULLETIN reserves are seriously depleted. One step has already been taken to remedy this situation: BULLETIN funds have been separated from the Treasury, and the Treasury has been committed to assist the BULLETIN in the rebuilding of its reserves.
3. The Association's only income is from a percentage of Section membership dues. The annual meeting cannot be considered as a source of income as virtually all money received from registration fees and from exhibitors is expended on the miscellaneous costs of organizing the meeting. Each year the Treasury has had to dip into the tiny reserve accumulated over past years, often from BULLETIN surpluses. Much of our income, too, has been in the form of "hidden subsidies" from the schools and libraries of our members—mimeograph paper, postage, etc.—that should rightfully be compensated for.
4. This chronic lack of funds is seriously hampering the professional development of our Association in four major areas:

- (a) Our legislative program is becoming increasingly important, as major changes are being made in the public laws governing the operation of each of our libraries.

If we are to have a voice in the drafting and enacting of this legislation, more funds must be provided to get our representatives to Sacramento for crucial committee hearings, and for the multitude of expenses involved in the sponsorship of legislation.

- (b) Much criticism has been directed toward both the State Association and the Sections concerning information of Association activities being sent to members. If the channels of communication between State and Section officers and the members are to be broadened, as all of us desire, more funds must be provided.
- (c) If we are ever to consider sharing secretarial assistance and office space in the new CTA building with other professional organizations, more money than is now available must be forthcoming. Such an office would do more to facilitate our program than any other single action, and the achievement of this central office should be planned for the near future.
- (d) More funds are needed, too, to broaden other State and Section programs and committee activities for these are the backbone of our professional growth and development.

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THE TEEN AGE BOOK CLUB of 33 W. 42d St., New York 36, N.Y., announces two new selections for March:

- (1) *Senior Year*—story of a girl's significant last year in high school, in which she faces many new and important decisions.
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# A NEW APPROACH TO LIBRARY BOOK SELECTION

By BERT MASON

Luther Burbank Junior High School, San Francisco, California

Has this ever happened to you when the time comes to order shop books for your library? You approach the librarian and in a rather hesitant manner inquire, "Miss Books, I would like to order some library books for my shop students for next term. Can you tell me what is available?"

Miss Books replies, "Well, the best I can do is to give you these lists. It might take some looking to find shop books since all education areas are included on each list. Some of the titles, of course, are indicative of the nature of the book, but unfortunately, just as many are misleading."

So down the hall you go, carrying the lists but not too much information. After much fruitless searching through page after page of titles and authors, you begin to wonder if there couldn't be a more satisfactory way to do the annual ordering.

Some of the industrial-arts teachers in San Francisco, aware of this problem, attempted to find a solution for the teachers in their own system. Under the direction of consultants, Margaret E. Girdner, Director of the Bureau of Texts and Libraries, and Jesse E. Rathbun, Co-ordinator of Industrial Arts, they set up a program of evaluation for book selection in the field of industrial arts.

Their first step was to make a survey of all industrial-arts teachers in order to establish a list of subject areas which should have adequate book representation in the school library. Some forty different areas were included in the responses. Among these were such varied interests as bookbinding, jewelry, railroading, lumbering, manufacture of hardware, forging, drafting, conservation, foundry, and so forth. Following this Miss Girdner's office staff used the shelf

list to pull titles which were in any way, shape, or form related to these areas. Cards were made for all these books, and from these cards was compiled a comprehensive list of all books relating to industrial-arts which were available in the San Francisco Secondary Schools.

The next step was to identify which books were of value and which were not. To perform this important task, a group of interested industrial-arts teachers joined together in an in-service training course sponsored jointly by the San Francisco School District and San Francisco State College. These teachers met one afternoon each week under the leadership of Miss Girdner. Our first efforts in this course were directed at determining criteria for the evaluation

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of fiction and nonfiction books. To aid in this work we formulated an evaluation sheet which appears at the end of this article. The books reviewed fell into the two standard categories; nonfiction included wood, metal, electronics, etc., and related areas in the field of industrial arts. Biographies of inventors, stories concerning industries and general engineering, books about hobbies were also included in this class. The second category included all good fiction with a vocational background. A special effort was made to find books which would emphasize good craftsmanship, use of tools, the dignity of a vocational life; for example such books as *T-Model Tommy* and *Lumberjack* by S. W. Meader, *Johnny Tremaine* by Esther Forbes, *Young Fu of the Upper Yangtze* by Elizabeth Lewis. Beyond teaching many attitudes which are important in an industrial-arts program, they would also stimulate reading by the students, and might well be used by the teachers to provide for individual differences in abilities or interest. In addition the titles could be used by English teachers

to fulfill reading requirements, and in that way integrate the two fields.

#### *The Goals That Were Set Up*

The following set of goals was decided upon by the group at one of the first meetings.

1. To develop an approved buying list which would encourage and facilitate the ordering of books in the industrial-arts field for each individual school shop and library. At present the goal is an annotated selected list of 1000 titles covering all areas of the industrial-arts curriculum. In achieving this goal it was felt that perhaps the industrial-arts teachers are more adequately prepared to review such highly specialized books than would be the average school librarian.

To give impetus to the program, one hundred dollars above the annual library budget was given to each of the 22 secondary schools for the 1954-55 orders.

2. To encourage industrial-arts teachers, through the provision of a list of current materials of interest to the stu-



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dents, to use the school library as a teaching aid.

3. To encourage shop students to recognize the importance of reading as an indispensable part of their educational experience. Industrial - arts teachers should take a more active role in teaching the reading skills necessary in their special field. The English teacher is basically responsible for teaching general reading skills, whereas the special area teacher must teach the reading skills peculiar to his subject matter.

4. To increase the use of books and libraries to implement the curriculum in industrial arts. It was felt that a better book program would be achieved in the shops if a set of books for a particular area, composed of several titles, were available to the teacher instead of one adopted text. If a boy could be interested in a book, perhaps about lumbering, he should have the opportunity to further that interest at home. Since the shop books would be noncirculating, there would have to be a duplication of titles in the library. In order to achieve this end, it would be necessary to build up, over a period of time, duplication of titles of the more popular books so that copies would be available both in the shop classes and in the library.

The committee held regular weekly meetings for eight months and in that time was able to evaluate most of the books which were already in the school libraries. Out-of-date material was withdrawn, newer publications were added, and the committee then prepared a list of approved books which could be used for the newer orders. These lists contained a brief comment about each book in addition to the name and school of each reviewer.

In order to keep the list of industrial-arts books current, one further step was taken. All interested shop teachers were asked to specify the types of books

which they would be willing to review as the books were received from the publishers. The publishers, incidentally, have become interested in our program and have been very co-operative in placing review copies of their latest books at our disposal. A standing committee of these teachers was formed, and as each new publication is received, it is forwarded to an interested shop teacher for review and annotation. The mechanics of getting new books to committee members are handled by Miss Girdner's staff. A book is sent to the school librarian who in turn forwards it to the shop teacher. She then calls for it about two weeks later so that it may be circulated for a second review. In this way each book that appears upon our list has undergone comparative reviewing. It is the policy of the San Francisco School District to have teachers in different subject areas read and recommend each new book before it is placed on an approved list for use in the school libraries.

It is interesting to note that although we started out merely to facilitate the ordering of library books, several additional worthwhile achievements have already been recognized or can be expected in the near future as the program grows; for instance:

The industrial-arts teachers have profited through:

1. The feeling of responsibility in helping to provide a rounded collection of books for the school library in the area of general education.
2. A knowledge of the criteria for book selection which has given books a more important place in the shop program.
3. A recognition of the value of their influence in leading boys to read in a "personal interest" area.

The school librarian has profited through:

1. The establishment of an informed group to assist her in book selection.

2. The advancement of her program of making the library serve every student in terms of his interests.

The student has profited through:

1. Having a much wider selection of books which will provide for individual differences.

2. Having a wider selection of current books to keep pace with changing interests.

3. Having his shop experience expanded beyond four walls. A wealth of related material can vastly enlarge a boy's concept of things related to the shops.

We cannot expect to complete this program in six months or a year, but it is one which will continue as long as there are new books in the field of industrial arts.

### BOOK EVALUATION FORM

#### Nonfiction

Author .....

Authority .....

Title ..... Date ..... Place .....

NOTE: Underline or comment on items which apply to this book.

Curricular value: ..... Informational .....

Personal interest .....

Reading level ..... Gifted .....

Average ..... Slow moving .....

Interest level .....

Scope: .....

Style: Simple ..... Clear .....

Presentation: Brief ..... Exhaustive .....

Selective .....

Physical features: Index ..... Glossary .....

Appendixes ..... Bibliographies ..... Charts .....

Any other reference features .....

Format: Satisfactory ..... Unsatisfactory .....

Illustrations: Fair .... Good .... Outstanding ....

#### Brief Annotation

Reprinted from January, 1957  
Industrial Arts and Vocational Education

### BOOK EVALUATION FORM

#### Fiction

Author .....

Title .....

Publisher ..... Date ..... Price .....

NOTE: Underline or comment on items which apply to the book.

Curricular value: .....

Reading level ..... Gifted....Average....Slow.....

Interest level .....

Style: Simple ..... Clear .....

Characters: True to life .....

Plot: Original ..... Hackneyed .....

Simple ..... Involved .....

Format: Satisfactory ..... Unsatisfactory .....

Illustrations: Fair .... Good .... Distinguished ....

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## *Items of Interest From the American Library Association*

The official publication of the newly organized ALA Resources and Technical Services Division is called LIBRARY RESOURCES AND TECHNICAL SERVICES. The new Division is made up of the former ALA Division of Cataloging and Classification, the ALA Serials Round Table, the ALA Board on Acquisition of Library Materials, and related groups. The new journal, a quarterly, will replace the DCC JOURNAL OF CATALOGING AND CLASSIFICATION and SERIAL SLANTS.

The ALA is publishing a new book entitled, THE SCHOOL LIBRARY SUPERVISOR, by Harold Lancour, ed. priced at \$1.75. The book is a collection of ten papers presented at a recent Institute of the University of Illinois Library School.

The Resources Committee of the Adult Education Section of the ALA Pub-Libraries Division has just completed the compilation of names of more than 450 librarians and non-librarians who have had important service in adult education as consultants, researchers, speakers, panel members, discussion leaders or resource people. As a result, the ALA Library-Community Project can give prompt replies to requests for help in locating resource people in all parts of the country, from non-library groups as well as from public school, college and special libraries to serve as consultants for workshops, institutes and other types of library meetings.

The Awards Committee of the ALA advises that awards and citations will be made at the 76th annual ALA Conference in Kansas City, Missouri from June 23rd to 29th as follows:

- (1) MELVIL DEWEY MEDAL—to an individual or group for creative contributions in the fields of Dewey's particular interests

which included library management, library training, cataloging and classification and the tools and techniques of librarianship.

- (2) JOSEPH W. LIPPINCOT AWARD, consisting of \$500, an engraved medal, and a special certificate, awarded annually since 1937 by Joseph W. Lippincott for distinguished service to librarianship, such as outstanding contributions to professional library associations, notable published professional writing, or other significant service to the profession
- (3) The E. P. DUTTON-JOHN MACRAE AWARD, established by the E. P. Dutton Company in 1952 and first awarded in 1953 for advanced study in the field of library work with children and young people consists of a fellowship in the amount of \$1000 which is to go to a librarian working with children or young people in a public, school, or institution library. Applicants should submit statements of the study or project for which the award is requested and evidence of their qualifications. Prospective applicants should write to the chairman of the award committee, Nancy Jane Day, Supervisor of Library Services, State Department of Education, Columbia, South Carolina, by April 15, 1957.
- (4) In 1943 the JOHN COTTON DANA PUBLICITY AWARDS were established for outstanding library publicity, based on scrapbooks submitted which show a cross-section of the year's publicity in various types of librari-

ies, with every library eligible. The contest is sponsored by the ALA and the WILSON LIBRARY BULLETIN, and both will furnish information and entry blanks which must be returned by April 15, 1957.

The ALA LIBERTY AND JUSTICE BOOK AWARDS of \$5,000 each in three categories are to be presented in a ceremony on April 25, 1957 in New York. The awards are being handled by the ALA Intellectual Freedom Committee.

The *ALA Bulletin*, official monthly publication of the American Library Association, marks its 50th year in 1957.

A team from Los Angeles Valley Junior College, Mrs. June Biermann, Librarian and Mary Bruick, Placement Coordinator have recently produced a chart, OCCUPATIONAL MATERIALS IN SERIES, which has been distributed to all the Los Angeles school libraries.

## New Summer Employment Aid

The Advancement and Placement Institute announces publication of *The World-Wide Summer Placement Directory*. This has been prepared as an aid to educators and students who wish new ideas for ways to earn while they vacation.

The Directory gives descriptions of the type of work available with names and addresses of employers regularly needing additional summer employees. Included are summer theaters, dude ranches, travel tour agencies abroad, work camps, study awards all over the world, national parks, summer camps and resorts, and many others.

Additional information can be secured from The Institute at Box 99B, Greenpoint Station, Brooklyn 22, New York.

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# University Summer Sessions

UNIVERSITY OF SOUTHERN CALIFORNIA

Two workshops for high school librarians are planned for August by the Library School of the University of Southern California. The first, scheduled for Monday, August 5 through Friday, August 16 will be devoted to aspects of book production, book selection and book appreciation. During the second workshop Monday, August 19 through Friday, August 30 administrative problems will be considered. At each workshop authors, publishers' representatives and librarians of distinction will speak, and round tables for discussion will give each participant an opportunity to ask and to answer questions of current interest.

The coordinator will be Miss Marion Horton who is an Instructor in the School of Library Science of the University of Southern California and a nationally and internationally recognized figure in the field of school and young peoples' library work.

School librarians may register for either workshop or for both. Two units credit will be given for each course (L.S. 562a or L.S. 562b or L.S. 562ab). For information, please write to the Director, Library School, University of Southern California, Los Angeles 7, California.

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## UNIVERSITY OF CALIFORNIA, Berkeley

The School of Librarianship, University of California, Berkeley, will offer the following courses during the 1957 Summer Sessions:

First Session—June 17 to July 27: Introductory Classification and Cataloging (4 units), Mrs. Ann Herron Cohron, Reference Librarian, Murray State College, Murray, Kentucky; School Library Administration (2 units), Robert G. Sumpter, Librarian, Capuchino High School, San Bruno; Library Work with Children (2 units), Leone Garvey, Lecturer in Librarianship, and Supervisor, Boys and Girls

Department, Berkeley Public Library; Reference and Government Publications (4 units), Associate Professor Fredric J. Mosher.

Second Session—July 29 to September 7: Introduction to Librarianship (2 units), Professor Edward A. Wight; College and University Library Administration (2 units), Visiting Professor Raynard C. Swank, Director of Libraries, Stanford University; Development of the Book (2 units) and Special Problems in Classification and Cataloging (2 units), Miss Sarah K. Vann, Associate Professor, Carnegie Library School, Carnegie Institute of Technology; Reading and Reading Interests (2 units), Professor LeRoy C. Merritt.

All courses are a part of the School's regular program for the Master of Library Science degree, which may be completed by students enrolling for three to four summers of study. Admission requirements for the Summer Sessions in the School are the same as for the regular sessions as noted in the School's Announcement. Application for admission must be made to the School and to the Summer Sessions Office. The tuition fee is \$60.00 for each session.

No one should come to Berkeley without having made application to the School and having received notice of acceptance.

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## California Journal of Secondary Education

The *California Journal of Secondary Education*, published by the California Association of Secondary School Administrators, would be a distinct addition to your professional library for the staff reading. The Editor, Dr. Robert N. Bush of Stanford and the editorial staff are making every effort to see that the *Journal* carries content of vital interest to secondary school teachers.

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## **SLANC Is At Stanford University This Year**

By FRANCES RAY

Palo Alto Unified School District

For the third year, Student Library Assistants of Northern California will convene as guests on a Bay Area college campus. This year's host is Stanford University, and the date is Saturday, March 30th. Mr. David Herron of the University library staff is official host, and members of the Northern Section of the School Librarians' Association will serve as chairmen to assist the student organization in carrying out a program, which will begin at nine in the morning and last until half past three in the afternoon.

There will be a business section and election of officers presided over by Dorothy Hermann of Modesto, president of SLANC. The joint program of all sections will feature as speakers Howard Pease, noted author, and Miss Jessie Boyd, hostess to the first meeting of the organization at Berkeley in 1955. Section meetings will follow the pattern established by Miss Dora Smith at the San Jose State College meeting in 1956—high school, junior high, and elementary library assistants convening separately for programs of their own planning.

There will be no audio-visual section this year, but audio-visual features will be included in all program sessions, and clubs are encouraged to include audio-visual assistants in their membership.

After election and installation of officers for the coming year, Stanford students will serve as guides for tours of the two great libraries and of the Memorial Church. Any school interested in a motor tour of the campus will be supplied an official guide, provided the school supplies its own school bus and driver.

Major change in arrangements this year, in addition to the elimination of

the audio-visual section, is a limitation of attendance to groups who hold charters. All members of such groups are eligible to attend except elementary groups, who are limited to two students and one adult sponsor. Student assistants' groups, who do not hold charters from SLANC but are interested in forming such clubs may also send two student representatives and one adult sponsor.

Any group of student library assistants who wishes to become a club may do so by sending \$1.00 charter fee to Miss Penny Moody, treasurer of SLANC, Willow Glen High School, 2001 Cottle Ave., San Jose. Membership list and 25 cents per member individual membership fee should also be enclosed. These fees are the sole source of funds for distribution of the organization's monthly newsletter and for expenses of the annual meeting.

A detailed program and registration blank was mailed to all chartered clubs of SLANC and to all members of SLAC about March 1st. Reservations and nominations for office were to be returned before March 15th to Miss Mamie Slagle, Palo Alto Unified School District, Box 450, Palo Alto, California.

The regular business meeting of Northern Section of SLAC will be held during the student election and guided tours. A lunch, at 75 cents per person, will be served, there being no public facilities available near the college. Doughnuts, milk, and coffee may be bought at a counter staffed by local Parent-Teacher members.

The Association for Childhood Education International, 1200 Fifteenth St., N.W., Wash. D.C., has two new and interesting publications: (1) *Discipline*, a membership service bulletin which the Association calls a "must" for all adults working with children 2-12 years of age, and (2) *Children's Books for \$1.25 or Less*, completely revised, an important guide for selecting the best from a popular source of literature for children. The price of each is 75 cents.

## ALCHEMY IN MAY

### Librarians Will Transmit Books Books to Gold at Disneyland

On the eleventh of May at the luncheon meeting of the SLAC. Southern Section. there will be an opportunity for each member of the section to share further in building a loan fund of which we can be proud. a loan fund which may be used by more and more prospective librarians each year. It is hoped that each librarian will bring a salable book, or more than one; then for a dollar each can buy a choice book. These dollars will go into the Memorial Scholarship Loan Fund. On the hotel balcony there will be a table. well-postered. for the deposit of your books as you come to the luncheon. There will be opportunity then or later for you to choose a book of your liking. your

dollar helping some future librarian get his degree.

Three library school students, one from the U.S.C. Library School and two from the University of California Library School, have already received loans since Christmas, and two more will probably have theirs by the time this goes to press. These \$100 loans were made possible by your fifty-cent contributions added to your dues payment. This pleasant book-giving, book-buying interlude in May will make possible another student's library degree.

BRING A BOOK  
BUY A BOOK  
BUILD SCHOLARSHIPS

## Newbery - Caldecott Awards for 1956

Mrs. Virginia Sorensen, author of *Miracles on Maple Hill* (Harcourt, Brace and Co.) received the Newbery Award for the most distinguished writing in a book for children.

Runners-up for the Newbery Award were: *Old Yeller* by G. B. Gipson (Harper); *House of Sixty Fathers* by M. DeJong (Harper); *Mr. Justice Holmes* by C. I. Judson (Follett); *The Corn Grows Ripe* by D. Rhoads (Viking); and *Black Fox of Lorne* by M. De Angelis (Doubleday). Caldecott Awards:

Marc Simont, illustrator of *A Tree is Nice* by Janice Udry (Harper) received the Caldecott Award for the most distinguished illustrations in a picture book for children.

Runners-up for the Caldecott Award were: *Mr. Penny's Racehorse* by M. H. Ets, illustrated by the author (Viking); *I is One* by T. Tudor, illustrated by the author (Oxford); *Gillespie and the Guards* by B. Elkins, illustrated by James Daugherty (Viking); and *Lion* by W. P. DuBois, illustrated by the author (Viking).

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## **NEWS NOTES**

### **Southern Section**

In response to a request by the Professional Committee of the School Library Association of California, Southern Section, U.C.L.A. Extension is offering for the first time a special course in *Literature for Young Adults* during the spring semester. The class meets each Monday from 4:30 to 6:30 p.m. at the West Los Angeles Branch Library, 11360 Santa Monica Blvd. under the leadership of Mrs. Doris Watts, Coordinator of Work with Young People of Long Beach Public Library. The purpose of the Professional Committee in encouraging U.C.L.A. to offer this course was to give secondary teachers an opportunity to take a much needed course which is not now included in their regular training and to capitalize on the teachers' desire for courses for salary increment. Such a course will give us more intelligent library users and supporters and may bring in a recruit to librarianship now and then. It is hoped that U.S.C. will offer a similar course in that part of the city.

### **NEWS OF PROFESSIONAL COMMITTEES**

#### **Southern Section**

*Book Committee*—Continued good attendance at book breakfasts. Each meeting is being slanted towards one grade level or subject field. At the February meeting Junior College Books were reviewed together with outstanding books of 1956 by Elizabeth Neal and Floyd Smith of Compton College and George Elser of El Camino College. Because of the success of the book breakfasts held in the C.T.A. building the committee has already reserved these facilities for 1957-1958.

#### *Program and Social Committees*

Ida Emilie Cornwell, social chairman and Helen Herney, program chairman are busy at work with their committees planning the spring meeting which will be held May 11 at the Disneyland Hotel.

As a result of a motion made by Elizabeth Neal of the *Professional Committee* and passed by the Advisory Council, President Margaret Glassey has appointed Miss Mary Gwendolyn Roessler as Chairman of a new special three year *Recruitment Committee*. This committee will study possible avenues of approach to the recruitment problem and will attempt to spearhead activity in the Southern Section.

Clara Josselyn has been appointed representative of the Southern Section at the Good Teaching Conference, sponsored the Good Teaching Conference, sponsored by CTA and held at the University of Southern California.

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### **INSTITUTE ON PUBLIC LIBRARY ARCHITECTURE**

The School of Library Science of the University of Southern California will hold an Institute on Public Library Architecture on April 25 and 26, 1957, the two days preceding the Southern District CLA meeting. The School of Architecture of the University of Southern California and practicing architects will meet with librarians who have planned, and with others who are currently planning, library buildings, to discuss the following topics:

The modern library building and its functions

Accepted principles of library planning, pre-planning and developing a program

Architect and technical advisory service

Elements that enter into the picture—location and site, cost, contracts, etc.

Analyses of recent library plans

The Institute will be held in the Art and Lecture Room of the University of Southern California Library. Parking permits will be sent to those who plan to attend.

# Impressions of Japan

Helen E. Rodgers, Head Librarian

*El Camino College,*

*El Camino College, California*

(Condensation of a talk given by Miss Rodgers at the Annual State Meeting in Bakersfield, Nov. 9-11, 1956.)

Being a very small island country with a population of over eighty million people, Japan is a country with an awful lot of people. One is constantly aware of crowded conditions in trains, theatres, buses, streets and all. The rickshaw has been replaced by the pedicab and the taxi. The streets are not able to hold the pedicabs, taxis, trucks, cars, pedestrians and the playing children. Japanese traffic is characterized by its noise as the drivers have more confidence in their horns than in their brakes. Add to this the clickety-clack of the wooden clogs on the pavement, street peddlers calling their wares in various ways, newspaper extras being announced by the ringing of a string of bells and the noodle man advertising his merchandise by blowing a little tin whistle, and you will have a good idea of the din of the traffic on an average Japanese street.

The children are very cute and much in evidence as they play right in the streets due to the lack of space. When dressed in their bright kimonos the little girls resemble dolls. The Japanese are extremely fond of children and even have special days for them. During the Girls' Festival in March, families with little girls set up beautiful displays of dolls in their homes. The Boys' Festival comes in May and is marked by flying huge brightly-painted paper fish from bamboo poles in front of the homes where there are boys.

The Japanese food consists of fish, fixed many different ways, and rice. The two dishes which most foreigners prefer are sukiyaki and tempura. Suki-yaki is a kind of stew which is cooked on the table in front of you. Every-

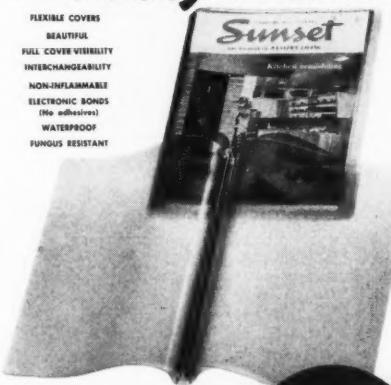
thing is put in the pan together—vegetables, salty soy sauce, a little sugar, sake and some kind of meat or chicken. It smells wonderful as it cooks and everyone dips in and gets out what he wants with his chopsticks. Tempura is various kinds of sea food and vegetables deep fried in batter. The famous sake is usually served hot and is drunk from little cups not much larger than a thimble.

The business sections of the city look very much like ours with their modern Western styled buildings. Due to the numerous earthquakes, the Japanese never build them very high and the homes are built of light materials for the same reason. A typical Japanese house is characterized by its lack of paint and its weather beaten appearance. Upon entering a house, one re-

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moves his shoes and leaves them in the entry hall. This saves house cleaning as no dirt is tracked into the house. Shoes cannot be worn inside the house in any case as the floors are covered with thick straw mats on which one sits, and shoes would damage them. The Japanese are quite comfortable sitting on the floor. At night they remove a kind of very light mattress from a closet and use it with heavy quilts as a bed. They have little except charcoal for heating their houses so the Japanese try to keep warm by putting on more and more layers of clothing and by taking scalding baths.

The bath is an important part of Japanese life. No Japanese is quite happy unless he can have a hot bath every day—sometimes to keep warm, sometimes to keep clean and sometimes just as a sort of social entertainment since large groups bathe together. The wealthier Japanese have baths in their homes, but the others go to the public bath in their neighborhood where they can have all the hot water and company they want for less than a nickle. The water

is almost scalding hot. Most Americans would feel like a boiled lobster in water that the Japanese find only comfortably warm.

Many Japanese practices are the opposite of those of the Occidental which adds to the fascination of the country. A Japanese book begins in the back and reads forward from our point of view. When a Japanese beckons you to "come here" the gesture seems to say "go away." The babies are carried on their mother's back instead of being carried in her arms. A Japanese key turns the opposite way in the lock and the carpenter's saws and planes are drawn toward instead of away from themselves. In a Japanese restaurant one is served a sweet cake before the meal. Boats are hauled onto the beach stern first and a letter is addressed with the state first, then the city, then the street and number followed at the very end by the name of the person receiving the letter. The family name always comes before the given name.

These are but a few of the interesting impressions left by a very quaint and most fascinating country.

## Interesting Adult Books of 1956 for Young People

Annual List Issued by The Association of Young People's Librarians, A Division of the American Library Association and Presented at the Midwinter Meeting in Chicago.

| Author                 | Title                        | Publisher  |
|------------------------|------------------------------|------------|
| Anderson, Marian       | My Lord, What a Morning      | Viking     |
| Bowles, Cynthia        | At Home in India             | Harcourt   |
| Borland, Hal Glen      | High, Wide, and Lonesome     | Lippincott |
| Brick, John            | Jubilee                      | Doubleday  |
| Chute, Beatrice Joy    | Greenwillow                  | Dutton     |
| Clarke, Arthur Charles | Coast of Coral               | Harper     |
| Gipson, Frederick      | Old Yeller                   | Harper     |
| Hammond-Innes, Ralph   | The Wreck of the Meary Deare | Knopf      |
| Hargrove, Marion       | The Girl He Left Behind      | Viking     |
| Hersey, John R.        | A Single Pebble              | Knopf      |
| Hulme, Kathryn C.      | The Nun's Story              | Little     |
| Kane, Harnett          | Miracle in the Mountains     | Doubleday  |
| Kennedy, John F.       | Profiles in Courage          | Harper     |
| MacLean, Alstair       | H.M.S. Ulysses               | Doubleday  |
| Mallan, Lloyd          | Men, Rockets, and Space Rats | Messner    |
| Maughan, A. Margery    | Harry of Monmouth            | Sloane     |
| Merrill, Margaret      | Bears in My Kitchen          | McGraw     |
| Mikes, George          | Leap Through the Curtain     | Dutton     |
| Rawicz, Slavomir       | The Long Walk                | Harper     |
| Truman, Margaret       | Souvenir                     | McGraw     |

## FURTHER NEWS ABOUT THE SAN JOSE WORKSHOP

June 18-22, 1957

Mrs. Mary Peacock Douglas, supervisor of school libraries in Raleigh, North Carolina, and one of the foremost authorities on school libraries, will direct the workshop in school library problems sponsored by the Department of Librarianship at San Jose State College from June 18-22.

The workshop, entitled "Pattern for Progress," will feature a forward looking approach to a variety of school library problems and will include, besides Mrs. Douglas, such well known names in library circles as Miss Margaret Girdner, Miss Jessie Boyd, and Mr. E. Ben Evans.

Other participants in the conference will include all members of the faculty of the San Jose State College Department of Librarianship, with Mrs. Marjorie Limbocker working as the assistant to Mrs. Douglas. Also serving in various capacities in planning and supervising the daily sessions will be Mrs. Frances Erickson, president of SLAC, Northern Section; Miss Geraldine Ferring, Bureau of Texts and Libraries, San Francisco; Mrs. Elsie Holland, Alameda County School Department; Sister Mary Alma, Presentation High School, San Francisco; Miss Mary Louise Zingham, supervisor of instructional materials, San Jose Public Schools; and Miss Helen Bullock, head of instructional materials center, San Jose State College.

During each day of the workshop a special phase of school library administration will be explored. The topics scheduled are as follows: library-faculty cooperation; student assistants; utilizing and handling instructional materials; library instruction and displays and publicity. Mrs. Douglas will present the topic for each day during the morning sessions. In the afternoons the problems

will be discussed in section meetings at the three principle interest levels; elementary, junior high, and senior high. Each day will conclude with a final evaluation by Mrs. Douglas.

All participants in the five day workshop will be able to earn one unit of credit in librarianship. A \$15 enrollment fee will include all registration charges as well as coffee break refreshments and a noon luncheon on each of the five days.

Several sorority houses will be open during the workshop week. Enrollees who would like assistance in securing accommodations in these houses or in other facilities may write to: Mrs. Izetta Pritchard, Housing Office, San Jose State. Accommodations are also available in motels and hotels in the San Jose area.

A descriptive brochure giving complete details, as well as all registration information, has been sent to all SLAC members. Since enrollment in the work-

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shop will be limited, it is suggested that all those wishing to participate should send in their application by May 15. All fees are to be paid by June 1.

Anyone desiring additional information should write immediately to Miss Dora Smith, Head of the Department of Librarianship.

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### JANUARY MEETING OF SLAC, Northern Section

*Norma Jean Rider, Librarian,  
Luther Burbank Junior High School  
San Francisco, California*

The Midwinter Business and Book Review Meeting of the Northern Section of SLAC convened at 10 o'clock on the first floor lecture room of the University of San Francisco's Gleason Library. Mrs. Frances Erickson presided over the good sized assembly and presented a full calendar of business for our consideration and discussion.

First, the latest actions taken and needed regarding the school library consultant were presented through the communications of Mrs. Charlotte Davis and Herman Smith. First-hand accounts were given by Mrs. Elsie Holland and Mrs. Maurine Hardin, who attended the Inter-Committee hearings at Sacramento. Unfortunately, provision for the school library consultant was not included in Dr. Conner's budget, and a new bill will therefore have to be submitted to the Legislature again this year. Mr. Geddes has promised to sponsor the bill. The number of this new bill will be sent to all members. We were urged to give active support to this bill *now* in the following ways: (1) write a letter or memo to Herman Smith, Pasadena City College (or to Mrs. Frances Erickson) concerning

knowledge of any locale in California without librarians, or of any junior and senior high schools without credentialed librarians. This type of information can be used to bolster our arguments for a library consultant. We should also write letters concerning library problems in our own district, such problems as would point up our need for a library consultant at Sacramento. Such letters should be counter-signed by administrators, board members, etc., if possible, so that any problem mentioned will not seem to be apparent to librarians only; (2) when we receive literature from our legislative chairman, we should respond to the questionnaire immediately; offer our help in whatever ways are suggested. The legislative program is vital to all of us.

Edith Titcomb, chairman of the northern section of the State Credentials Revision Committee gave a segment report of the committee's progress. The northern and southern sections of the Committee will meet in February and draw up a common report. This joint report will be mimeographed and mailed to all members for a written ballot. Any questions concerning the provisional report presented by Miss Titcomb, should be sent to her (Woodrow Wilson Junior High, San Jose) as soon as possible.

After the luncheon in the U.S.F. cafeteria, those attending heard a talk by Howard Pease entitled, "An Author's Views on Book Reviews." With this theme in mind, the group divided into two sections to participate in elementary and secondary book sharing. The Stockton librarians, under the coordination of Mrs. Esther Lipsey, were responsible for the organization of the book review session.

# NOTABLE BOOKS OF 1956

Annual List Issued by the Public Libraries Division of the American Library Association

| Author               | Title   | Publisher        |
|----------------------|---|------------------|
| Anderson, Marian     | My Lord, What a Morning   | Viking           |
| Bemis, Samuel F.     | John Quincy Adams and the Union   | Knopf            |
| Bowers, Faubion      | Theatre in the East   | Nelson           |
| Brooks, Van Wyck     | Helen Keller  | Dutton           |
| Brown, John Mason    | Through These Men   | Harper           |
| Burns, James M.      | Roosevelt: The Lion and the Fox   | Harcourt         |
| Catton, Bruce        | This Hallowed Ground  | Doubleday        |
| Ceram, C. W.         | The Secret of the Hittites  | Knopf            |
| Chafee, Zechariah    | The Blessings of Liberty  | Lippincott       |
| Churchill, Winston   | A History of the English-Speaking Peoples.<br>Vol. 1, The Birth of Britain<br>Vol. 2, The New World | Dodd             |
| Daiches, David       | Two Worlds  | Harcourt         |
| Donovan, Robert J.   | Eisenhower: The Inside Story  | Harper           |
| Ervine, St. John     | Bernard Shaw  | Morrow           |
| Forester, Cecil S.   | The Age of Fighting Sail; The Story of the Naval War<br>of 1812                                     | Doubleday        |
| Gesell, Arnold L.    | Youth: The Years from Ten to Sixteen  | Harper           |
| Hersey, John R.      | A Single Pebble   | Knopf            |
| Huddleston, Trevor   | Naught for Your Comfort   | Doubleday        |
| Hulme, Kathryn C.    | The Nun's Story   | Little           |
| Kendall, Paul M.     | Richard the Third   | Norton           |
| Kennedy, John F.     | Profiles in Courage   | Harper           |
| Kirby, Richard S.    | Engineering in History  | McGraw           |
| LaFarge, Oliver      | Behind the Mountains  | Houghton         |
| Maughan, A. Margery  | Harry of Monmouth   | Sloane           |
| Maurois, Andre       | Olympio; The Life of Victor Hugo  | Harper           |
| Mead, Margaret       | New Lives for Old   | Morrow           |
| Millis, Walter       | Arms and Men  | Putnam           |
| Mills, C. Wright     | The Power Elite   | Oxford           |
| Moore, Ruth E.       | The Earth We Live On  | Knopf            |
| Moorehead, Alan      | Gallipoli   | Harper           |
| Moraes, Francis R.   | Jawaharlal Nehru  | Macmillan        |
| Muir, Edwin          | One Foot in Eden  | Grove            |
| O'Conor, Edwin       | The Last Hurrah   | Little           |
| Olson, Sigurd F.     | The Singing Wilderness  | Knopf            |
| O'Neill, Eugene      | Long Day's Journey Into Night   | Yale             |
| Rossiter, Clinton L. | The American Presidency   | Harcourt         |
| Rowan, Carl T.       | The Pitiful and the Proud   | Random House     |
| Russell, Bertrand    | Portraits from Memory   | Simon & Schuster |
| Seldes, Gilbert      | The Public Arts   | Simon & Schuster |
| Teale, Edwin Way     | Autumn Across America   | Dodd             |
| Tharp, Louise Hall   | Three Saints and a Sinner   | Little           |
| Toynbee, Arnold      | An Historian's Approach to Religion   | Oxford           |
| Warren, Robert Penn  | Segregation: The Inner Conflict in the South  | Random House     |

# *Christmas Meeting*

*Southern Section, December 1, 1956*

The Christmas meeting at the Statler was opened by president Margaret Glassey, who called the business meeting to order in the purple, blue and magenta Sierra Room. The minutes of the previous meeting were dispensed with for the sake of several very important committee reports.

Clara Josselyn reported her personally inspirational experiences as CTA representative, and Mildred Frary spoke of the CTA's recent extensive survey of elementary school library practices, copies of which were available at the speaker's platform.

Charlotte Davis, representing the State Legislative Committee, reported that provision for the establishment of a state school library consultant service has been cut from the Department of Education budget for next year. She stressed the need for information on actual situations where such a consultant is badly needed to advise on library problems. The state Department of Finance will be more impressed by examples of actual need than by oratory, no matter how excellent.

Miss Davis asked that examples of this nature be sent to the state president, L. Herman Smith, as soon as possible.

Dorothy Smith of the Memorial Scholarship Committee reported that the rules for use and repayment of scholarships have been revised and relaxed. The text of the complete report may be found in the November Bulletin.

MaryLouise Seely, speaking for state chairman, Thomas Murray, of the Committee for Constitution Revision, reported that SLAC dues will probably be increased to \$5.00 in the future so as to provide the Association with badly needed working capital, for the eventual benefit of all members.

The longest report of the day, and one which drew applause at its conclusion, was made by Elizabeth Neal of Compton College, state chairman of the Credentials Committee. Miss Neal reported at length on the background of the projected revision of the librarian's credential, and predicted that the special credential in librarianship will probably in the future be eliminated in favor of the general credential with librarianship courses satisfying the requirements for the teaching major. This prediction was made on the basis of the present general trend away from the special credential to the general. However, the committee's final recommendation will be presented to Dr. Lucien B. Kinney, chairman of the Credentials Revision Committee of the state Department of Education, by February 15, 1957. Dr. Kinney will submit his final report to the state Department of Education in June.

The business meeting was adjourned and the morning speaker, Dr. Richard G. Lillard of LACC, was introduced by his faculty associate Helen Herney. Dr. Lillard, tall, slim and crew cut, spoke on the "Art of Autobiography." The real art of autobiography, according to Dr. Lillard, lies in knowing what to leave out; it is too easy to find things to put in.

A good biography is more than the sum of its parts. It must contain the elements of personal re-appraisal and re-inspection, built around some central theme. For example: what basic thing, small though it might be, profoundly affected the life of a famous person?

The most interesting biographies are written about the makers and the breakers of institutions. Conflict is essential.

A biography can and frequently does

have many faults: endless anecdotes (a fallacy of Kentuckians, especially!); opening chapters of nothing but family history and genealogy (some almost as bad as the "begats" in the Bible); a beginning composed of random memories of youth—the "fireplace" talks of old men; the verbatim reconstruction of lengthy conversations of years past (here an element of fiction creeps into biography). And speaking of fiction, an otherwise excellent autobiography is usually harmed by being forced into a form by a collaborator.

Additional defects are: development slowed by the inclusion of passages from a diary or letters; too concise a treatment, with the personality—the heart of the work—left out; name-dropping, a weak form of vanity and used to make the biographee seem more important.

One of the most serious defects is the covering up of feelings, hurts and errors. It is hard to see what is good and easier to see what is "bad." One understands a person better if one knows his faults, his conflicts.

Similarly, a biography had definite virtues. Empathy is possible from the start if the subject is immediately shown to be a real *person*. The inclusion of fresh, personal detail is good. Extremely important, as mentioned earlier, is the admission of defects and failures. Also, the work should be devoted mainly to the subject himself, excluding family history.

A frame of reference is necessary to draw the whole autobiography together—a location, an event, a war. Equally important is a climax, the turning point of a life, small though it may be. And the climax should come late in the book. Nothing is so interesting as failure, and few things are more boring than success.

And perhaps most important is a sense of progression of change. The process of learning by trial and error is always interesting to observe.

In summary, Dr. Lillard emphasized

that the test of a good biography is the significant. The significance, the meaning of a life, is the most important part. Thus a good biographer finds the significant and relegates the remainder to the limbo of the past.

The evolution of Dr. Lillard's latest book "American Life in Autobiography" was graphically shown in an exhibit prepared by the Los Angeles City College library staff. The exhibit traced the complete evolution of the book from manuscript to printed page via the Stanford University Press.

After an excellent luncheon in the huge Golden State banquet room, Margaret Glassey introduced a very special guest of honor, Ada Jones, retired librarian of San Diego High School.

Other guests of honor introduced by Miss Herney were authors seated at the tables among the SLAC members. Each spoke briefly from their table into a roving microphone. They were Olive Eckerson, author of "My Lord Essex"; Leonard Wibberly, "The Trouble with the Irish"; Margery Wilson, "I Found My Way," and Dr. Robert Richardson of the "Second Satellite."

Miss Glassey presented the luncheon speaker, Katherine Hulme, author of the current best seller "The Nun's Story." Miss Hulme told "The story of the nun's story." She related how she first met the person now so well-known through the medium of her book. She spoke of her coming to this country, their continued association, the effect of the former nun upon her personal life. Miss Holme's speech made the warm and human story even more so.

Miss Hulme and the other authors all had copies of their works available and autographed them after the luncheon meeting was adjourned.

# **Administrative Techniques in Handling Discipline**

*By Thelma Barnes*

(Miss Barnes was Girls' Vice-Principal of Fremont High School in Los Angeles at the time she wrote this article. She is now Principal of Wilmington Junior High School in the Wilmington area of Los Angeles.)

That everyone talks about discipline, but no one does anything about it is a common observation. Apparently, however, it cannot be applied to administrators in California — at least, judging from a survey made in the spring of 1955 by Vice-Principals and Deans Committee of the California Association of Secondary School Administrators.

Committee members agreed that controlling students—school discipline—is becoming increasingly important; hence, they decided to make a State-wide study of the subject. Questionnaires entitled "Student Discipline from the Administrators' Standpoint" were devised and mailed by committee members to 487 deans and vice-principals throughout California. Complete, usable replies were received from 343 persons or 70 percent. The survey did not include the legal aspects or the philosophy or theory of discipline. Neither did it investigate school-wide or system-wide programs for handling discipline — programs which might include inservice training of teachers in a study of adolescent needs, classroom controls, and related topics. The survey attempted to find out one thing only—WHAT California administrators themselves are doing in attempting a solution for the various, day-by-day cases that are referred to them by teachers.

## **THE QUESTIONNAIRE**

Specific problem areas selected by the

committee and included in Section I of the questionnaire were these: truancy, forgery, theft, smoking on campus, profanity and vulgarity, defiance of authority, and destruction of school property. Section II dealt with off-and-on-campus clubs and is not discussed in the present article.

In each problem area, four to six administrative techniques for handling the problem were listed with spaces for checking techniques used, techniques not used, and techniques most used; then following the list were the words "Other Techniques" — with ample space for writing in additional methods. Most of the respondents, in addition to checking listed techniques, added two to six other methods.

## **TECHNIQUES FOR HANDLING PROBLEMS**

In all seven problem areas, these four techniques were listed on the questionnaire: "V. P. Conference with Student," "Parent Conference," "Detention," and "Suspension." In certain problem areas, additional techniques were listed, as follows: "Filing Petition in Juvenile Court," for truancy problem; "Expulsion" and "Refer to Juvenile Police Officers," for the theft problem; "Expulsion" for the smoking, profanity and vulgarity, and defiance problems; and "Requiring Payment for Damage" and "Refer to Juvenile Police Officers" for the property destruction problems.

In all the problem areas except one—destruction of school property—the techniques most used was "V. P. Conference with Students," with "Parent Conference" a very close second. In connection with the problem of destruction of

school property, the techniques most used was "Requiring Payment for Damage," with 125 vice-principals or deans listing this method as most used.

The technique least used in all of the seven problem areas is detention, with suspension also a little used method for handling the problems.

In addition to the techniques listed in the questionnaire, many others are apparently used by California administrators. One or more of the respondents wrote in these additional methods for handling the truancy problem: confer with attendance office; refer to attendance supervisor; adjust program; restrict privileges; report to Central Juvenile Index; give demerits, have case conference study; transfer to another regular school or to a special school; send letter to parents; refer to student court; refer to probation officer; refer to principal; give swats; expel. One vice-principal suggested: "Change our attitude from compulsory attendance to one that school is a privilege that is to be denied to those who do not cooperate."

In addition to "V. P. Conference with Student," "Parent Conference," "Detention," and "Suspension," these were suggested for handling the forgery problem: confer with attendance office; have attendance supervisor visit the home; give demerits; have case study conference; place note in cumulative record folder; refer to student court; get help from counselor; transfer student to another school. One person wrote: "A definite effort is made to make students understand what forgery is. Students often reflect a fuzzy idea because of parents' attitude."

Items written in for dealing with the problem of thefts are these: Get assis-

tance of counselor; give demerits; send letter to parents; change classes; refer student to school psychologist; transfer student to another regular school or to a special school; and have student make restitution.

Suggestions for handling the smoking problem, in addition to those listed on the questionnaire as related above, are these: get help of physical education and science teachers; have student supervision of laboratories and refer to principal; transfer to another school; allow passes to malt shop on parents' personal request; have counselors assist in solution of the problem.

In dealing with profanity and vulgarity, vice-principals and deans, after conference with the student, sometimes use these techniques; dismiss student from class or team; have student apologize; deprive student of privileges; have teacher-parent conference; and refer the case to the principal. One junior high respondent added: "Good old soap."

In handling the problem of defiance of authority, vice-principals checked the four listed techniques, and added these: have teacher-parent conference; remove student from class or team; refer student to principal; make student ineligible for certain activities; and recommend work program. One respondent wrote: "Let them cool off in the outer office."

In handling the problem of destruction of school property, in addition to "Requiring Payment for Damage," "V.P. Conference," and "Parent Conference" — all checked by many vice-principals — these techniques were added as write-ins: repair, replacement, and resurfacing by student concerned; have a campaign for care of buildings; refer case to Security Section.

Reprint from *California Journal of Secondary Education*, November 1955, Vol. 30, No. 7 Permission Granted.

# ADDED MEMBERS

Memberships Entered Since December 1, 1956 for 1956-1957

## Northern Section

| Name  | School or College | Address |
|---|-------------------|---------|
| Blanchard, Ward S., (L), Box 125, Salinas   |                   |         |
| Blume, Mrs. Dulcie I., (L) 390 Vassar Avenue, Berkeley 8                              |                   |         |
| Cyr, Mrs. Helen W., (L) McChesney Jr. High School, 3748 -13th Avenue, Oakland 10      |                   |         |
| Dempsey, Mrs. Donna B., (L) Alicia Elem. School, 600 Pasado Avenue, Marysville        |                   |         |
| Ewart, Elizabeth E., Box 1712, Carmel   |                   |         |
| Fredericks, Mrs. Alice (L), 1061 Keith Avenue, Berkeley 8                             |                   |         |
| Girdner, Margaret V., (D), Bureau of Texts and Libraries, 135 Van Ness, San Francisco |                   |         |
| Hemrich, Mrs. Elizabeth L., (L), 4101 Maple Avenue, Oakland 2                         |                   |         |
| Hulse, Mrs. Marguerite, (L), 1372 - 41st Street, Sacramento 16                        |                   |         |
| Meister, Margaret B., (L), Coloma Elem., 4623 T Street, Sacramento 16                 |                   |         |
| Sister Mary Alma, (L), Presentation High School, 281 Masonic Avenue, San Francisco    |                   |         |
| Stubblefield, Mrs. P. A., (L), 740 Overhill Drive, Redding                            |                   |         |
| Sumper, Robert G., (L), 224 Manor Drive, Sharp Park                                   |                   |         |
| Taylor, Mrs. Tamara, (L), 1767 Sonoma Avenue, Berkeley 7                              |                   |         |
| Weiser, Mrs. Pearl Londgreen, (L), 1015 Echo Avenue, Fresno 4                         |                   |         |

## Southern Section

| Name   | School or College | Address       |
|--|-------------------|---------------|
| Amos, Mrs. Lulu H. (TL), Downey Elem. School, 8141 DePlama, Downey                               |                   |               |
| Bakke, Mildred C., (L), Hamilton J.H.S., 1060 E. 70th St., Long Beach                            |                   |               |
| Barnett, Mary B. (L), Garfield School, Baltic at Hill St., Long Beach 10                         |                   |               |
| Blissert, Mrs. Madelon D. (L), Berendo J.H.S., 1157 S. Berendo St., Los Angeles 6                |                   |               |
| Bowen, Mrs. Gladys L. (TL), La Canada J.H.S., 1100 Foothill Blvd., La Canada                     |                   |               |
| Bruner, Doris (L), Arrowview J.H.S., Highland & G. St., San Bernardino                           |                   |               |
| Chaney, Agnes A. (TL), Westlake School for Girls, 700 N. Faring Road, Los Angeles 24             |                   |               |
| Coil, Tressie McGee (L), Hughes J.H.S., and Lindberg J.H.S., Long Beach                          |                   |               |
| Cordelle, Mrs. Chesterine G. (L), North Hollywood H.S., 5231 Colfax Avenue, No. Hollywood        |                   |               |
| Coughlin, Ella Mary (L) Kern Avenue J.H.S., 4765 E. Fourth St., Los Angeles 22                   |                   |               |
| Cowan, Mrs. Rebecca C. (L), Mira Costa H.S., Manhattan Beach                                     |                   |               |
| Crone, Geneva J. (L), John Marshall J.H.S., 2017 Arroya Ave., Pomona                             |                   |               |
| Crumb, Myer L. (D), San Luis Obispo County Schools, San Luis Obispo                              |                   |               |
| Davidson, Farol C. (L), Stevenson J.H.S., 725 S. Indiana St., Los Angeles 23                     |                   |               |
| Davis, Ben F. (So. Calif. Representative, Sch. & Lib. Div., Spencer Press Inc.) Box 64, Monrovia |                   |               |
| Derry, Mrs. Marie L. (L), David Starr Jordan H.S. 2265 E. 103rd St., Los Angeles 2               |                   |               |
| Dodson, Mrs. Mary Gartz (L) Ellwood P. Cubberley Elem., Monogram & Rosebay Sts.,                 |                   |               |
|  |                   | Long Beach 8  |
| Doran, Margaret C. (L), Palms J.H.S., 10860 Woodbine St., Los Angeles 34                         |                   |               |
| Edenquist, Mrs. Ruby D. (L), Madison J.H.S., 1300 St., North Hollywood                           |                   |               |
| Erickson, Elizabeth A. (L) Patrick Henry Elem. School, 3720 Conchill St., Long Beach 8           |                   |               |
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